

**English 333
Early Shakespeare
Fall 2021**

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Office hours: Monday, 1:00-2:30, and Tuesday/Thursday, 2:00-3:00
– in CCC 433, with Zoom option available on request
Other times available by appointment

Texts

Rental: Stephen Greenblatt, et al., eds. *The Norton Shakespeare*, 3rd ed., vol. 1: Early Plays and Poems

Description and Goals

Shakespeare, of course, needs no introduction. No other writer in English is more well known or more influential, and no plays have been performed or adapted more than his. As we read and discuss his early plays, we will strive to better appreciate his distinctive genius while also seeing him in the context of his time. His fellow (often rival) playwright Ben Jonson said of him that “he was not of an age, but for all time,” but our study of his works will be enhanced by familiarity with his historical context and the place of the theater in the late Elizabethan era.

The primary goal of this course is to increase your familiarity with, and ability to appreciate, discuss, and interpret the early works of Shakespeare. For English majors and minors, it meets the Major Authors requirement. Another goal of the course is to develop your ability to write about literature effectively and with awareness of the conventions and standards of literary criticism.

By the end of the course you should be able to

- Analyze and interpret British literature of the early modern period thoughtfully, relating it to its cultural context and literary history.
- Write and speak effectively about literature, citing primary and secondary sources appropriately.

Classes will consist primarily of full- and small-group discussion, with some mini-lectures on background material. Course work includes daily preparation, participation in discussions, two papers, and two exams.

Requirements and Grading

- **Preparation for class.** Read the material scheduled for each day, making note of your questions and observations. You may find some of this material difficult, but do what you can with it. For some readings, I will post some suggestions for possible things to look for or think about as your read, as well as links to useful resources. Feel free to draw on these, or follow your own interests.
- **Attendance and participation.** Regular attendance and meaningful engagement during class is expected.
- **Papers.** The first will be a relatively short, focused analysis (about 5 pages), worth **20%** of the course grade. The other will be a longer analysis, incorporating secondary sources (about 8 pages), worth **35%** of the course grade. Deadlines are shown on the schedule below, and guidelines will be provided in separate handouts. Grading criteria will be detailed on a separate handout and discussed before the first paper is due.

Drafts of the papers will be submitted for instructor and/or peer review.

- **Exams.** There will be two essay exams, each worth **15%** of the course grade.
- The remaining **15%** of the course grade will reflect your attendance, participation in class, and ungraded work. The rubric on the next page will guide the determination of your grade.

How I calculate grades: Letter grades are converted to points, and points back to a letter grade for the course, using the following scale: D, 60-66.99%; D+, 67-69.99%; C- 70-72.99%; C, 73-76.99%; C+, 77-79.99%; B-, 80-82.99%; B, 83-86.99%, B+, 87-89.99%, A-, 90-92.99%, A, 93-100%. An assignment not turned in or test essay not attempted is a 0, but an F paper/essay will earn points in the F range.

	Plusses– at least a few of these needed for an A	Expectations for a B	Minuses – these will lead to grades lower than B
Attendance	Is present for all of every class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 90% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 10% of the time, or less often but without explanation.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities.
Drafts		Submitted as scheduled, showing an appropriate degree of progress toward the final draft, allowing for meaningful feedback.	Not done, done late, or done but sketchy (failing to show appropriate progress toward the final draft; not enough material to allow for meaningful feedback).
Peer feedback	More than usually helpful or insightful.	Specific comments are made and explained.	Not done, done late, or comments are too brief, vague, or general to give the writer much useful feedback.
Quality of participation	Makes comments that stand out for the level of careful thought they demonstrate: about the material and about the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions or lack of preparation, are irrelevant, or otherwise tend to derail the conversation.
Classroom community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect)

Policies

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance for COVID-19:

- Please monitor your own health each day using [this screening tool](#). (Students who have been vaccinated are exempt from screening). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.
- If you [test positive for COVID, please fill out this form](#). If you tell me that you have tested positive and have not reported, I am required to report.
- If another student in the class is infected, and you are considered at risk, you will be contacted by health officials. You are not necessarily at risk, depending on how close you sit to the infected student. If you are required to quarantine due to exposure to COVID, contact me to discuss the resources available to help you keep up with the class.. You may have to quarantine longer than the student who was infected, due to the incubation period of the virus.

Attendance: You should plan to attend class regularly. If you unable to attend, let me know what is going on so that I can take your particular situation into account when I assign a grade for attendance and participation.

Late papers: You will benefit most from this course when you do your writing according to the schedule for drafting, getting feedback, and revising. A late paper will have its grade lowered by one-third letter grade (e.g. B to B-) per class meeting late. If legitimate problems interfere with getting your work in on time, talk with me about them, the earlier the better.

Classroom Etiquette:

- During in-person meetings, tablets and other devices can be used for taking or referring to notes, if you can resist their temptations. However,
 - Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. (English Department Policy)
- Diverse perspectives are an asset to class discussions. Please treat those whose ideas or experiences are different from yours with the same respect you want for yourself.

Academic honesty: I assume that students enrolled in a 300-level course understand the difference between appropriate and inappropriate forms of help in writing papers and know how to cite sources properly. If you have questions or feel unsure about any use of help or sources, please ask. The university policy on Academic Misconduct will be followed when applicable and includes the possibility of an F for the assignment or for the course. For more information about UWSP's policies regarding Academic Misconduct, see <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>.

Accommodations for Students with Disabilities: If you have a condition requiring accommodations for this course, please contact the Disability and Assistive Technologies Center. Call 715 346-3365 or email DATC@uwsp.edu to make an appointment or get more information, or visit them on the 6th floor of Albertson Hall (a.k.a. Library). Visit their website at <http://www.uwsp.edu/disability/Pages/default.aspx>

Email: Your UWSP email account is the university's standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use the course home page in Canvas for reminders and announcements.

Schedule

See Canvas for resources and suggestions for things to think about as you read.

<p>Sept. 7</p> <p><i>A Midsummer Night's Dream</i>, through Act 2, scene 1 (pp. 1048-62).</p>	<p>Sept. 9</p> <p><i>A Midsummer Night's Dream</i>, through Act 3 (pp. 1062-80).</p>
<p>Sept. 14</p> <p><i>A Midsummer Night's Dream</i>, to the end (pp. 1080-95).</p>	<p>Sept. 16</p> <p><i>The Merchant of Venice</i>, through Act 2, scene 4 (pp. 1339-56)</p>
<p>Sept. 21</p> <p><i>The Merchant of Venice</i>, through Act 3, scene 4 (pp. 1356-75)</p>	<p>Sept. 23</p> <p><i>The Merchant of Venice</i>, to the end (pp. 1375-93) Secondary reading TBA</p>
<p>Sept. 28</p> <p><i>Richard III</i>, Act I (pp. 566-590)</p>	<p>Sept. 30</p> <p><i>Richard III</i>, through Act 3, scene 2 (pp. 590-607)</p>
<p>Oct. 5</p> <p><i>Richard III</i>, through Act 4, scene 3 (pp. 607-624)</p>	<p>Oct. 7</p> <p><i>Richard III</i>, to the end (pp. 624-47) Secondary reading TBA</p>
<p>Oct. 12</p> <p><i>Henry IV, Part 1</i>, Act 1 (pp. 1177-91)</p> <p>Draft of paper 1 due</p>	<p>Oct. 14</p> <p>Conferences on papers – schedule TBD</p>
<p>Oct. 19</p> <p><i>Henry IV, Part 1</i>, Act 2 (pp 1191-1210)</p> <p>Paper 1 revision due</p>	<p>Oct. 21</p> <p>Midterm exam (in-class)</p>
<p>Oct. 26</p> <p><i>Henry IV, Part 1</i>, Act 3 (pp. 1210-1224)</p>	<p>Oct. 28</p> <p><i>Henry IV, Part 1</i>, Acts 4 and 5 (pp. 1224-43) Secondary reading TBA</p>

Nov. 2 <i>Henry V</i> , through Act 2, scene 1 (pp. 1544-58)	Nov. 4 <i>Henry V</i> , scene 2, through Act 3, scene 7 (pp. 1558-78)
Nov. 9 <i>Henry V</i> , through Act 4, scene 4 (pp. 1578-94)	Nov. 11 <i>Henry V</i> , to the end (pp. 1594-1611) Secondary reading TBA
Nov. 16 <i>Much Ado about Nothing</i> , through Act 2 scene 2 (pp. 1406-23)	Nov. 18 <i>Much Ado about Nothing</i> , through Act 3 (pp. 1423-40) Topic ideas for paper 2
Nov. 23 <i>Much Ado about Nothing</i> , Acts 4 and 5 (pp. 1441-62)	Nov. 25 HAPPY THANKSGIVING!
Nov. 30 <i>As You Like It</i> , through Act 2, scene 4 (pp. 1625-43) Proposal and preliminary bibliography	Dec. 2 <i>As You Like It</i> , through Act 3, scene 4 (pp. 1644-62)
Dec. 7 <i>As You Like It</i> , to the end (pp. 1662-83) Draft of paper 2 due	Dec. 9 Conferences on papers, schedule TBD
Finals week	Dec. 16 8-10 am, final exam time: Take-home final due by 10 am Revision of paper 2 due by 5 pm